

Weather Reporter

Performance Task

Introduction

Teacher/Parent/Caregiver: This task is completed with your support to help students learn and succeed. In the *Products* section, the *Illustration* is used as a pre-assessment, often at the start of completing this task. The *Journal Prompt* is completed at the end of the task to allow the student to reflect on the learning.

The weather is different all over the world. In some places the weather is cool. In other places the weather is hot. What is the weather like where you live? People report the weather so that other people can know what to wear. This is called forecasting. Knowing what the weather is can also help to keep you safe. People want to know if is going to be sunny. They also want to know if it is going to rain or snow. Predicting the weather is very important. Predicting the weather is telling people ahead of time what the weather might be like.

Big Idea / Essential Questions

Big Idea

- Local weather changes based upon a number of environmental factors.
- Forecasting the weather is important for keeping safe during severe weather possibilities.

Essential Questions

- How does the weather change daily?
- Why do we try to forecast the weather?

G.R.A.S.P.

Goal

Your goal is to help your friends learn about the weather. You should also help them learn about predicting the weather.

Role

The local television station is looking for a classroom to help report the weather. Your classroom is hoping to be chosen.

Audience

Your audience will be your classmates and people who watch the news. They want to learn more about the weather and how it is predicted.

Situation

The weather is different all over the world. In some places the weather is cool. In other places the weather is hot. What is the weather like where you live? People report the weather so that other people can know what to wear. This is called forecasting. Knowing what the weather is can also help to keep you safe. People want to know if is going to be sunny. They also want to know if it is going to rain or snow. Predicting the weather is very important. Predicting the weather is telling people ahead of time what the weather might be like.

Products

1. Illustration

suggested starting product:

Draw a picture of different types of weather.

- What is weather?
- What is you favorite type of weather and why?
- What is the weather like where you live each day?

Illustration - Weather Reporter

Achievement Levels	1	2	3
Illustration (x1)	Illustration is unclear and is not connected to the concept of weather.	Illustration is somewhat clear and demonstrates minimal connection to different types of weather.	Illustration is clear and demonstrates some connection to different types of weather.

2. Accurate Weather Prediction Chart

Teachers: This activity can be done as a whole class keeping one chart. Local weather reports can be pulled up on the Internet and shown to the entire class. You can also add variables by breaking the students in groups and showing different forecasts to see whose are more accurate.

Watch the local weather forecast. Make a chart showing what the weather person predicted for each day of the week. You should tell the predicted temperature, rain or snow fall, and if it's supposed to be windy. (You will need to watch a 7 day forecast.)

Then, keep track of each for the days of the forecast.

- What was the actual temperature?
- How many degrees more or less was it than predicted?
- Did it rain or snow?
- Was it windy?

Was the weather person right? Were the predictions (guesses) better in the beginning

of the 7 day forecast? Be ready to share what you discover.

- What is a weather forecast?
- What does a weather reporter do?
- Where can you find a weather report?
- How many more or less degrees was the actual temperature vs. the predicted temperature?

Accurate Weather Prediction Ch - Weather Reporter

Achievement Levels	1	2	3
Content (x2)	Chart contains little data from forecast predictions and data collected daily by the student.	Chart contains some data from forecast predictions and data collected daily by the student.	Chart contains data from forecast predictions as well as data collected daily by the student.
Types of Weather (x1)	Student minimally understands the different types of weather such as sunlight, wind, snow, rain and temperature.	Student somewhat understands the different types of weather such as sunlight, wind, snow, rain and temperature.	Student understands the different types of weather such as sunlight, wind, snow, rain and temperature.
Earth Science and Weather Patterns (x1)	Student does not make many observations and minimally understands that weather can rapidly change and therefore change our day.	Student makes some observations and has some understanding that weather can rapidly change and therefore change our day.	Student makes observations and understands that weather can rapidly change and therefore change our day.
Earth Science and Human Activity (x1)	Student demonstrates minimal understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates some understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates understanding that weather forecasting is helpful to humans so we can prepare for the weather.
Participation (x1)	Student is not engaged and does not actively participate in class and/or group activity.	Student is somewhat engaged and somewhat participates in class and/or group activity.	Student is engaged and actively participates in class and/or group activity.
Math (x1)	Student needs support to fluently add and subtract predicted vs. actual temperature by using objects or drawings to represent the problem.	Student is somewhat able to fluently add and subtract predicted vs. actual temperature by using objects or drawings to represent the problem.	Student fluently adds and subtracts predicted vs. actual temperature by using objects or drawings to represent the problem.

3. Guess The Season Bag

Pick a season. Put at least six things in a paper bag that would be something you would see, use or wear during that season. Have other students in your group pick out items from the bag one at a time and guess the season. Each person should write the number of items they needed to pull out in order to guess correctly.

Who guessed right with the least number of items?

Who needed the most?

Did any students have equal number of items?

Which item was the one that helped them the most? Why?

- What is a season?
- Why do we need different things for different seasons?
- How do you prepare for each season?

Season Bag - Weather Reporter

Achievement Levels	1	2	3
Weather and The Seasons (x1)	Student has difficulty identifying one or more of the four seasons and the weather associated.	Student is somewhat able to identify one or more of the four seasons and the weather associated.	Student is able to identify one or more of the four seasons and the weather associated.
Types of Weather (x1)	Student has a minimal understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.	Student has some understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.	Student has understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.
Earth Science and Human Activity (x1)	Student demonstrates very little understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates some understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates understanding that weather forecasting is helpful to humans so we can prepare for the weather.
Participation (x1)	Student is not engaged and does not actively participate in class and/or group activity.	Student is somewhat engaged and somewhat participates in class and/or group activity.	Student is engaged and actively participates in class and/or group activity.

4. Storm Preparedness Poster

PART A

What kinds of storms do we get in our area? Make a poster that shows the different storms we get. You can use pictures from books, the Internet, or you can draw them. Write the name of each storm next to its picture. Arrange the storms on your poster by the seasons in which they occur.

PART B

Discuss each of the storms on your poster. What kinds of things happen during each storm? What things should you do in order to stay safe in each type of storm? What should your class do to stay safe if one of these storms happen during school? How do you learn about possible severe weather? Make a plan and put it on your poster next to where you have your picture of the storm. Hang it in the classroom.

- What is a storm?
- What causes change in weather?
- What can we do to stay safe in bad weather?

Poster - Weather Reporter

Achievement Levels	1	2	3
Content and Accuracy (x1)	Poster is unclear, does not include any labels and has very few examples of storms for the area and the seasons in which they occur. Information appears inaccurate.	Poster is somewhat clear, includes some labels and some examples of storms for the area and the seasons in which they occur. Information is somewhat accurate.	Poster is clear, includes labels and examples of storms for the area and the seasons in which they occur. All information is accurate.
Types of Weather (x1)	Student minimally understands the different types of weather such as sunlight, wind, snow, rain and temperature.	Student somewhat understands the different types of weather such as sunlight, wind, snow, rain and temperature.	Student understands the different types of weather such as sunlight, wind, snow, rain and temperature.

Achievement Levels	1	2	3
Earth Science and Weather Change (x1)	Student makes very few observations and does not seem to understand that weather can rapidly change and therefore change our day.	Student makes some observations and somewhat understands that weather can rapidly change and therefore change our day.	Student makes observations and understands that weather can rapidly change and therefore change our day.
Earth Science and Human Activity (x1)	Student demonstrates very minimal understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates some understanding that weather forecasting is helpful to humans so we can prepare for the weather.	Student demonstrates understanding that weather forecasting is helpful to humans so we can prepare for the weather.
Weather and The Seasons (x1)	Student very minimally understands the differences and recognizes the characteristics of weather for each of the four seasons.	Student somewhat understands the differences and recognizes the characteristics of weather for each of the four seasons.	Student understands the differences and recognizes the characteristics of weather for each of the four seasons.
Weather Patterns (x1)	Student very minimally understands that certain types of bad weather are more likely in a particular region or season.	Student somewhat understands that certain types of bad weather are more likely in a particular region or season.	Student understands that certain types of bad weather are more likely in a particular region or season.
Presentation of Poster (x1)	Product is original in design and uses good examples and pictures of local weather to help the audience understand the information.	Product is original in design and uses good examples and pictures of local weather to help the audience understand the information.	Product is original in design and uses good examples and pictures of local weather to help the audience understand the information.
Weather Safety (x1)	Product does not include any information about storms, storm preparedness or a plan of action when bad weather hits.	Product includes some information about storms, storm preparedness, may share a plan of action for when bad weather hits.	Product gives some information about local storms, storm preparedness and gives plan of action for when bad weather hits.

5. Journal Prompt

Suggested final product can be written or orally dictated.

Tell me what you learned about weather and why it is helpful to know what is predicted ahead of time.

- What have you learned about weather?
- How can we predict weather?
- Where can you find out about weather predictions?

Journal Prompt - Weather Reporter

Achievement Levels	1	2	3
Content (x1)	Response contains a limited amount of accurate, factual information.	Response contains some accurate, factual information about the topic.	Response contains mostly accurate, factual information about the topic.
Oral Dictation (if journal response is given orally) (x1)	Student response is not audible and lacks coherent sentences	Student response is partially audible and uses somewhat coherent sentences.	Student response demonstrates audible speaking in mostly coherent sentences.
Types of Weather (x1)	Response minimally demonstrates understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.	Response demonstrates some understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.	Response demonstrates understanding of the different types of weather such as sunlight, wind, snow, rain and temperature.
Earth Science and Human	Student demonstrates very minimal understanding that weather can be	Student demonstrates some understanding that weather can be	Student demonstrates understanding that weather can be predicted and

Achievement Levels	Weather		
	1	2	3
Earth Science and Weather Patterns (x1)	Student makes very few observations and has difficulty understanding that weather can rapidly change and therefore change our day.	Student makes some observations and somewhat understands that weather can rapidly change and therefore change our day.	Student makes observations and understands that weather can rapidly change and therefore change our day.